

General Education Assessment Summary Weber State University

Reporting on the 2014/15 Academic Year

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Overview

- 1) Core and breadth area committees are established and staffed with representatives from the relevant departments and a liaison from the General Education Improvement and Assessment Committee (GEIAC). All area committees met at least once this academic year to discuss assessment and findings. With the implementation of the WSU Program and discussion of changes to learning outcomes within general education, area committees continue to be more active and engaged in GE reforms and assessment.
- 2) GEIAC recommends that general education (GE) courses be assessed on a 3-year schedule. GEIAC works with the Office of Institutional Effectiveness (OIE) to ensure that departments teaching GE courses both set and keep to their assessment schedules.
- 3) The common reporting tool – evidence of learning rubric - includes these items (see http://weber.edu/oie/gen_ed_assessment.html):
 - a) GE learning goal
 - b) Course-specific measurable learning outcome aligned to GE outcome
 - c) Identified assessment(s) for measuring student learning
 - d) Threshold for expected student performance
 - e) Actual student performance data
 - f) Analysis/interpretation of findings
 - g) Action plan for changes to be put in place based upon performance and analysis.
- 4) Integration of GE reporting with Department Annual Assessment reporting.
 - a) Development of tools and functionality to support GE assessment.
 - i) Chitester question-level outcome alignment tool with reporting feature
 - ii) GE learning outcomes are available in Canvas as learning outcomes from which faculty can design rubrics.
- 5) Results of assessment:
 - a) **Core areas:** In 2014-15, data was gathered in 13 of 25 courses for a yield of **52%**. The proportion of courses assessed in core areas ranged from 0 (COMP, QL, IL) to 67% (CIL).
 - b) **Breadth areas:** In 2014-15, data was gathered in 47 of 115 courses for a yield of **41%**. The proportion of courses assessed in breadth areas ranged from 26% (CA) to 88% (LS).
 - c) **Overall yield** for assessment in the 2014/2015 academic year of **43%**. While this appears to be on target to reach the goal of evaluating all GE courses during a 3-year cycle, core courses were assessed more commonly than breadth. A tracking system has been put into place that will help us better identify courses that regularly fail to report assessment data.
 - d) Few data were presented for DV learning outcomes this year, but we expect more data to be presented in the next report. Because courses with the DV attribute carry attributes from other breadth areas, DV courses are not counted as their own category.
- 6) GE courses must be renewed through Curriculum Committee every 7 years and is contingent on assessment data on GE learning outcomes. GEIAC revised policy regarding new and renewing GE courses (approved by GEIAC & Curriculum Spring 2015, see Curriculum PPM, Section 1). Course renewals for breadth area courses (PS/LS) will commence in fall 2017.

Composition

- 1) ENGL 1010 was indirectly assessed using the CLA (see p. 21).
- 2) ENGL 2010 was not directly assessed in 2014-15. Assessment data for ENGL 2010 was last presented in the 2014 GE Assessment Summary.
- 3) Artifacts were collected in 2014-2015 but no action was taken on the data. This is primarily because of the change in the directorship of the program in 2015.
- 4) In order to stay on track with the goal of regular (at least once every three years) assessment of GE courses to ensure their renewal in the curriculum, Composition should plan to collect assessment data for ENGL 2010 this year for the 2017 Assessment Summary.

American Institutions

- 1) Data gathered for 60% of AI courses (i.e., HIST 1700, ECON 1740, POLS 1100) on 4 outcomes (*the significant political, economic, and social changes in American history; the major principles of American civilization; the institutions and practices of the government provided for in the United States Constitution; the basic workings and evolution of a market economy in the United States*).
- 2) The following AI courses were not assessed in 2014-2015: HIST 2700 & 2710.
 - a) Per the 2015 GE Assessment Summary recommendation, History developed evidence of learning rubrics for HIST 2700 & 2710. History plans to assess HIS 2700 & 2710 this year and to have data for the 2017 Assessment Summary.
- 3) Findings for HIST 1700: A pretest (# of items not reported) of questions pulled from test banks was administered to 454 students. At posttest, 384 students (85% of original sample) were assessed on the same items. Overall, students showed slight improvement at the posttest (+6%, from 53% to 59%). The overall data are below the reported threshold of 60% (the score required to become a US citizen). In addition, the data on three of the four AI outcomes (i.e., history, principles, and market economy) are below 60% at posttest. Only the data on the government outcome were above the 60% threshold (~65%) at posttest.
 - a) History is advised to report more detail on the number of items used in the measure and how they align to each of the four AI learning outcomes.
 - b) History is advised to “close the loop” with an action plan for improving the assessment measures and/or revising course pedagogy to address the learning outcomes.
 - c) History is advised to reconsider the 60% threshold. While this score may be acceptable for a citizenship exam, it does not reflect a passing grade in the course (a C or better is required).
- 4) Findings for ECON 1740: Economics does not provide context for the findings (e.g., number of students or sections assessed, numbers of semesters of data). Students were administered essay and multiple choice questions. The report indicates that “threshold will have to be determined in light of a change in format and grading practice.” Student performance was quite low (56%) on outcomes 1 and 2. Student performance was higher on outcomes 3 (77%) and 4 (73%). Economics suggests that the addition of essay questions may have lowered student performance on outcomes 1 and 2 over previous years. Economics is refining their assessment plan.
 - a) Economics is advised to report more detail on the number and type of items used to assess each learning outcome.
 - b) Economics is advised to establish thresholds for evidence of student learning, to report results against the threshold, and to refine the assessment measure.
- 5) Findings for POLS 1100: A 20-question exam (5 questions tapping each of 4 learning outcomes) was administered during the first and last weeks of the semester in all sections. Threshold was improvement of at least 50% at posttest. Student performance on outcomes 1 and 2 was below threshold (improvement = 46% & 45%, respectively). Student performance on outcomes 3 and 4 was above threshold (improvement = 55% & 109%, respectively). Political Science expresses concern about very low post-test response rates (rate not reported). Political Science is considering how to increase response rates at post-test.
 - a) Political Science is advised to consider whether improvement or a particular raw score is a better metric for threshold for evidence of student learning.

Quantitative Literacy

- 1) Findings for MATH 1030, 1040, and 1080 on assessment from 2012-2013 were presented in the 2014 GE Assessment Summary. Findings for MATH 1050 on assessment for 2013-2014 were presented in the 2015 assessment summary. Because thresholds were met for two consecutive semesters, department assessment of these courses did not take place during 2014-2015 but will resume in the future.
- 2) In order to stay on track with the goal of regular (at least once every three years) assessment of GE courses to ensure their renewal in the curriculum, Math should plan to collect assessment data for MATH 1030, 1040 and 1080 this year for the 2017 Assessment Summary.

Computer & Information Literacy

- 1) Data gathered for 38% of CL courses (i.e., NTM 1700, 1502, & 1702) on 3 outcomes for Part B.
- 2) The following CL courses were not assessed in 2014-2015: NTM 1501, 1701, 1503, 1703, and IST 2010. Thus, no data was gathered from CL courses on outcomes for Parts A and C.
 - a. NTM is advised about the goal of regular (at least once every three years) assessment of GE courses to ensure renewal in the curriculum.
 - b. NTM has developed a Canvas rubric that is being piloted in spring 2016 for eventual adoption by all NTM 1700 (1701 and 1501) sections to assess outcomes for Part A, document creation. The rubric will be aligned with the GE CL outcomes and data will be analyzed and reported in fall 2016.
 - c. NTM continues to develop appropriate tools to assess the learning outcomes for Part C, data manipulation, visualization, and presentation. The area committee reported last year that “assessment for new outcomes have been developed and will be reported on in the next summary (data from 2014-15)”. However, this is not the case for Parts A (document creation) and C (data manipulation). NTM is advised to have data on these outcome for the next report.
 - d. IST 2010 implemented MyEducator.com in 2014 and reported pass rates for the course. Pass rates were 86.6% (Fall 2014) and 91.6% (Spring 2015), which is an improvement over pass rates from the previous year at 65.3% (Fall 2013) and 69.3% (Spring 2014). IST is advised that outcome-level reporting is expected in future reports.
- 3) Findings form Part B (Content, Internet Identity, and Device Management): Students were assessed on a measure derived from the NTM 1700 Chi Tester test used in all NTM 1700 sections. Student performance continues to meet threshold of 73% for the 3 measured outcomes (scores ranged from 80-84%). Appropriate tools continue to be developed to assess the learning outcomes.
- 4) Data gathered in 100% of IL courses. Thus, the following IL courses were assessed in 2014-2015: NTM 1504; LIBS 1704, 2504, LIBS/EDUC 2604, LIBS/BA 2704, LIBS 2804, LIBS/HTHS 2904.
 - a. The Library reports that the majority of students met threshold of 73% for all outcomes A-D (scores = 82%, 77%, 82%, and 83%, respectively). The Library notes that these proportions have stayed fairly stable since the adoption of the current learning outcomes. Outcome B has consistently had a lower pass rate, but students have showed improved success with this outcome over previous years.
 - b. The Library is adapting their courses to the new ALA Framework for Information Literacy for Higher Education (http://www.ala.org/acrl/sites/ala.org.acrl/files/content/issues/infolit/Framework_ILHE.pdf). The Library is also collecting data with pre- and post-tests linked to outcomes. Reporting on this data within the new IL framework is expected for the next report.

Diversity

- 5) Data gathered for 15% of DV courses (i.e., ENGL 2220, SOC 1010, SOC 1020) on 3 outcomes (*describe own perspective as one among many; identify values and biases that inform the perspectives of oneself and others; recognize and articulate the rights, perspectives, and experiences of others*).
- 6) The following DV courses were not assessed in 2014-2015: ANTH 1000, ANTH 1020, ANTH 1040, ANTH 2010, DANCE 1010, ENGL 2200, ENGL 2240, ENGL 2290, ENGL 2510, ENGL 2710, ENGL 3510, GEOG 1300, GEOG 1520, HIST 1510, HNRS 2130, MUSC 1040, WS 1500.
 - a. Anthropology is advised to submit an assessment schedule and evidence of learning rubric for the DV learning outcomes of ANTH 1000, 1020, 1040, and 2010. In order to stay on track with the goal of regular (at least once every three years) assessment of GE courses to ensure renewal in the curriculum, Anthropology should plan to report assessment data on DV learning outcomes for the 2017 Assessment Summary.
 - b. Dance is advised to submit an assessment schedule and evidence of learning rubric for the DV learning outcomes of DANC 1010. This course has been recently assessed on CA, but not DV, learning outcomes. In order to stay on track with the goal of regular (at least once every three years) assessment of GE courses to ensure renewal in the curriculum, Dance should plan to report assessment data on DV learning outcomes for the 2017 Assessment Summary.
 - c. English is advised to submit an assessment schedule and evidence of learning rubric for the DV learning outcomes of ENGL 2200, 2240, 2290, 2510, 2710, and 3510. In order to stay on track with the goal of regular (at least once every three years) assessment of GE courses to ensure renewal in the curriculum, English should plan to report assessment data on DV learning outcomes for the 2017 Assessment Summary.
 - d. Geography is advised to submit an assessment schedule and evidence of learning rubric for the DV learning outcomes of GEOG 1300 and 1520. These courses have been recently assessed on SS, but not DV, learning outcomes. In order to stay on track with the goal of regular (at least once every three years) assessment of GE courses to ensure renewal in the curriculum, Geography should plan to report assessment data on DV learning outcomes for the 2017 Assessment Summary.
 - e. History is advised to submit an assessment schedule and evidence of learning rubric for the DV learning outcomes of HIST 1510. This course has been recently assessed on SS, but not DV, learning outcomes. In order to stay on track with the goal of regular (at least once every three years) assessment of GE courses to ensure renewal in the curriculum, History should plan to report assessment data on DV learning outcomes for the 2017 Assessment Summary.
 - f. Honors is advised to submit an assessment schedule and evidence of learning rubric for the DV learning outcomes of HNRS 2130. In order to stay on track with the goal of regular (at least once every three years) assessment of GE courses to ensure their renewal in the curriculum, Honors should plan to report assessment data on DV learning outcomes for the 2017 Assessment Summary.
 - g. Music is advised to submit an assessment schedule and evidence of learning rubric for the DV learning outcomes of MUSC 1040. In order to stay on track with the goal of regular (at least once every three years) assessment of GE courses to ensure renewal in the curriculum, Music should plan to report assessment data on DV learning outcomes for the 2017 Assessment Summary.

- h. Women and Gender Studies is advised to submit an assessment schedule and evidence of learning rubric for the DV learning outcomes of WGS 1500. In order to stay on track with the goal of regular (at least once every three years) assessment of GE courses to ensure renewal in the curriculum, Women and Gender Studies should plan to report assessment data on DV learning outcomes for the 2017 Assessment Summary.
- 7) Findings for ENGL 2220: Students in two sections completed written assignments (essays, book reports, papers) that were aligned to the three DV outcomes in Canvas. Threshold was a “4 = meets expectations” on a 5-point scale. Student performance on outcomes 1 and 3 was above threshold (means = 4.74), whereas student performance on outcome 2 was below threshold (mean = 3.82). No interpretation of the findings or action plan were provided.
- a. English is advised to “close the loop” and provide interpretation of the findings and an action plan (e.g., revise pedagogy, revise assessment measures) to meet threshold for student learning.
- 8) Findings for SOC 1010: Students in two sections completed written essays, test questions (MC, T/F format), and did group work on a qualitative quiz aligned to the three DV outcomes. Threshold was 70% of students performing at 60% or higher. Students in both sections met threshold for each of the three DV outcomes (range from 79-100%). Despite meeting thresholds for student learning, Sociology is working to refine the assessment measures so they better tap the specific DV outcomes.
- 9) Findings for SOC 1020: Students in two sections completed a variety of written assignments (e.g., network friend map, diversity wheel, community engagement reflection papers) aligned to the three DV outcomes. Threshold in section one was “70% of students should be successful 70% of the time” and threshold in section two was “70% should get at least a 60%.” Students in section one met threshold on outcome 2, but did not meet threshold on outcome 1 and had mixed findings on outcome 3. The action plan noted that the professor plans to refine pedagogy to focus more attention on network analysis concepts, issues of privilege, and how students’ experiences compare to marginalized others. Students in section two met threshold on all three outcomes and no additional action is being taken. Sociology is advised to summarize and report GE assessment data at the level of the course, not section-by-section. To this end, common thresholds across sections would be helpful.

Creative Arts

- 1) Data gathered for 26% of CA courses (i.e., DANC 1010, HNRS 1530, IDT 1010, THEA 1013, 1033, 1043) on 2 outcomes (*create works of art and/or increase their understanding of creative processes...; demonstrate knowledge of key themes...in creative arts disciplines and use this knowledge to analyze works of art from various traditions, periods and culture*).
- 2) The following CA courses were not assessed on CA outcomes in 2014-2015: ART 1010, 1030, ARTH 1090, 1100; CS 1010; ENGL 2250, 2260, 2270; HONORS 2020; MUSIC 1010, 1030, 1033, 1035, 1040, 1063; THEA 1023, 1053.
 - a. All departments teaching courses with CA attributes are advised that at least two semesters of assessment data in a complete evidence of learning rubric are required when their courses come up for renewal in curriculum in fall 2017.
 - b. Many departments teaching CA courses have CA courses with DV attributes. Departments are advised that at least two semesters of assessment data in a complete evidence of learning rubric are required for the DV attributes as well when their courses come up for renewal in curriculum in fall 2017.
 - c. Art and Art History report they have a new general education assessment procedure. According to their schedule, ART 1030 will be assessed in Fall 2015 and Fall 2017, ART 1010 will be assessed in Spring 2016 and 2018 and ARTH 1090 & 1100 will be assessed in Fall 2016 and Spring 2017. Art and Art History are commended for submitting an assessment schedule and reminded of the requirements for renewal in the curriculum in Fall 2017 (i.e., at least two semesters of assessment data in a complete evidence of learning rubric).
 - d. Computer Science last reported on CS 1010 in the 2015 Assessment Summary and plan to have data for the next report.
 - e. English is advised to (and they report they will) submit an evidence of learning rubric and assessment data for their CA courses for the next report. English is reminded of the requirements for renewal in the curriculum in Fall 2017 (i.e., at least two semesters of assessment data in a complete evidence of learning rubric).
 - f. Honors is advised to collect and report assessment data for HNRS 2020 for the next report. Honors is reminded of the requirements for renewal in the curriculum in Fall 2017 (i.e., at least two semesters of assessment data in a complete evidence of learning rubric).
 - g. Despite being advised in the last report to submit an assessment schedule and evidence of learning rubrics for their CA courses, Music continues to fail to provide this information. Music reports a plan to assess these courses and have data for the next report. Music is reminded of the requirements for renewal in the curriculum in Fall 2017 (i.e., at least two semesters of assessment data in a complete evidence of learning rubric).
 - h. Theatre is advised to submit an evidence of learning rubric and assessment data for THEA 1023 and 1053 for the next report. Theater is reminded of the requirements for renewal in the curriculum in Fall 2017 (i.e., at least two semesters of assessment data in a complete evidence of learning rubric).
- 3) Findings for DANC 1010: Findings for 2 outcomes from two sections are reported. In section one, outcome 1 was assessed with two measures. Student performance on measure 1 (chapter papers, research exploration papers) met threshold of 80% of students scored 80% or higher. Student performance on measure 2 met threshold of 80% of students participating in class

discussions. This outcome was met by breaking students into groups for discussion. Outcome 2 was assessed with two measures. Student performance on measure 1 met threshold of 80% of students scoring 80% or better on mid-term and final exams. Student performance on measure 2 met threshold of 95% of students scoring 85% or better on final group presentations. Previous action to better prepare GE students to present the art form of dance seems to have been successful. In section two, outcome 1 was assessed with two measures. Student performance on measure 1 (discussion of dance and readings) met threshold of 70% of students scoring at least 80%. Student performance on measure 2 (choreography) met threshold of 70% of students scoring at least 80%. Outcome 2 was assessed with two measures. Student performance on measure 1 met threshold of 70% of students scoring 80% or better on mid-term and final exams. Student performance on measure 2 met threshold of 70% of students scoring at least 80% on written papers. No action is needed.

- 4) Findings for HNRS 1530: Findings for 2 outcomes are reported. Outcome 1 was assessed with two measures (personal narrative, fan fiction). Student performance on both measures met threshold of at least an average score or an 80%. Outcome 2 was assessed with a creative revival assignment. Student performance met threshold of at least 80%.
 - a. Honors is advised to clarify both the method of measurement for each outcome and the specific threshold for evidence of student learning. This information was hard to discern from the current report.
- 5) Findings for IDT 1010: Findings for 2 outcomes are reported. Student performance on all measures (pre- and post-assessments, chapter test questions) met threshold of the majority of students scoring 70% or higher. No action is needed.
- 6) Findings for THEA 1013: Findings for 2 outcomes are reported. Student performance on outcome 1 (creative assignment) met threshold of 75% of students earning a 75% or higher. No action is needed but theater is working to improve measurement and rubrics. Student performance on outcome 2 (final exam) just met the threshold of 75% of students earning a 75% or higher. Action is being taken to assist students with study skills.
- 7) Findings for THEA 1033: Findings for 2 outcomes are reported. Student performance on outcome 1 (memorize and perform scenes) met threshold of 75% of students earning a 75% or higher. No action is needed. Student performance on outcome 2 (exam or paper) met threshold of 75% of students earning a 75% or higher. Action is being taken to refer students who need assistance to the writing center.
- 8) Findings for THEA 1043: Findings for 2 outcomes are reported. Student performance on outcome 1 (group discussion, quizzes, final exam) met threshold of 85% of students demonstrating knowledge with correct terminology on assignments or a grade of C or higher on quizzes/exams. No action is needed. Student performance on outcome 2 (research paper) met threshold of 85% of students earning a C or higher. Action is being taken to refer student who need assistance to the writing center.

Humanities

- 1) Data gathered for 29% of HU courses (i.e., ANTH 1040; COMM 1020, 2110; FL 2020; HNRS XXXX (not stated); PHIL 1000, 1120, 1250) on 3 outcomes (*knowledge of diverse traditions; analyze cultural artifacts; communication*).
- 2) The following HU courses were not assessed in 2014-2015: ENGL 2200, 2220, 2240, 2290, 2510, 2710, 3500, 3510, 3520, 3750; FL 2851, FL 2600; HONORS 1110, 1540, 2010, 2110, 2120; MUSIC 1043; PHIL 1000, 1250; THEA 3323.
 - a. All departments teaching courses with HU attributes are advised that at least two semesters of assessment data in a complete evidence of learning rubric are required when their courses come up for renewal in curriculum in fall 2017.
 - b. Many departments teaching HU courses have HU courses with DV attributes. Departments are advised that at least two semesters of assessment data in a complete evidence of learning rubric are required for the DV attributes as well when their courses come up for renewal in curriculum in fall 2017.
 - c. Communication has established measures and thresholds for evidence of student learning for COMM 2010. Assessment for this course will occur in spring 2016 and be reported in the next report.
 - d. English did not collect assessment data, despite indicating in last year's report that ENGL 2220 and ENGL 2240 would be assessed during 2014-15 using a rubric developed from the HU outcomes. English now indicates that they will assess these courses during Spring 2016. English is advised to submit an evidence of learning rubric and assessment data for their HU courses for the next report. English is reminded of the requirements for renewal in the curriculum in Fall 2017 (i.e., at least two semesters of assessment data in a complete evidence of learning rubric).
 - e. Foreign language has indicated that FL 2851 and FL 2600 are rarely taught. Foreign language is reminded of the requirements for renewal in the curriculum in Fall 2017 (i.e., at least two semesters of assessment data in a complete evidence of learning rubric).
 - f. Honors reported assessment data for one course, but did not indicate which of the 6 HU courses it was. Honors is reminded of the requirements for renewal in the curriculum in Fall 2017 (i.e., at least two semesters of assessment data in a complete evidence of learning rubric).
 - g. Music is advised to submit an assessment schedule and evidence of learning rubric for their HU course. Music is reminded of the requirements for renewal in the curriculum in Fall 2017 (i.e., at least two semesters of assessment data in a complete evidence of learning rubric).
 - h. Theater is advised to submit an assessment schedule and evidence of learning rubric for their HU course. Theater is reminded of the requirements for renewal in the curriculum in Fall 2017 (i.e., at least two semesters of assessment data in a complete evidence of learning rubric).
- 3) Findings for ANTH 1040: Findings for 3 outcomes from 315 students in three semesters are reported. All 3 outcomes were assessed with the same two measures (weekly reflection logs and take home assignments). Student performance on both measures for all 3 outcomes easily met threshold of 65%. Student performance was quite high (89-96%) on both measures and suggests that students are achieving this learning outcome. No action is needed.

- 4) Findings for COMM 1020: Findings for 3 outcomes were reported. All 3 outcomes were assessed with the same measures (common test questions, signature assignment). Student performance on both measures for outcomes 1 and 3 met threshold of 70% of students scoring 70% or higher. No curricular or pedagogical changes are needed at this time. Student performance on both measures for outcome 2 did not meet threshold of 70% of students scoring 70% or higher. Because only 57% of students got 70% or higher, Communication indicates that the assessment tool needs refined for this outcome.
- 5) Findings for COMM 2110: Findings for 3 outcomes were reported. All 3 outcomes were assessed with the same measures (common test questions, signature assignment). Student performance on both measures for all outcomes met threshold of 70% of students scoring 70% or higher. No curricular or pedagogical changes are needed at this time.
- 6) Findings for FL 2020: Findings for 3 outcomes from sections in German, French, and Spanish (2 sections) were reported. All 3 outcomes were assessed with the same measures (response to questions about cultural activities, response to a text in target language). Student performance in all sections (n=62) on both measures met threshold of a mean score of 3.5 (5 pt scale where 3=*approaching mastery* and 4=*meets expectations*). The majority of students in all sections (range of 64-80%) scored 3.5 or higher on all outcomes. Foreign language is refining the assessment rubric and considering pedagogical changes in the courses preceding FL 2020 (the fourth and final course in a sequence) to ensure students are better prepared to meet learning outcomes.
- 7) Findings for HNRS XXXX: Honors reported findings for 3 outcomes in one course, but did not indicate which of their 6 HU courses it was. Honors suggests that the outcomes were met, despite the performance of an outlier student who failed to complete some required assignments. The method of measurement and threshold for evidence of student learning is unclear. Honors indicates that curricular changes will be implemented to ensure students have opportunities to improve their writing in response to feedback and to start the group projects earlier in the term.
 - a. Honors is advised to clarify both the method of measurement for each outcome and the specific threshold for evidence of student learning. This information was hard to discern from the current report.
- 8) Findings for PHIL 1000: Findings for 3 outcomes are reported. Outcomes were measured with exam questions and essay questions. Student performance on all measures met threshold (70%, scores were 76-94%) for all outcomes. No curricular or pedagogical changes are needed at this time.
- 9) Findings for PHIL 1120: Findings for 3 outcomes are reported. Outcomes were measured with exam questions and a final term paper. Student performance on all measures met threshold (70%, scores were 80-87%) for all outcomes. No curricular or pedagogical changes are needed at this time.
- 10) Findings for PHIL 1250: Findings are 3 outcomes are reported. Outcomes were assessed from questions on a fallacies exam and essay questions. Student performance on all measures met threshold (70%, scores were 81-86%) for all outcomes. No curricular or pedagogical changes are needed at this time.

Social Science

- 1) Data gathered for 33% of SS courses (i.e., ANTH 1000, 2010, 2030; CHF 1500; CJ 1010; ECON 1010, 2010, 2020; SOC 1010, 1020) on 3 outcomes (*interactions between individuals and society; application; diverse perspectives*).
- 2) The following SS courses were not assessed in 2014-15: ECON 1100; GEOG 1300, 1520; GERT 1010; HIST 1500, 1510; HLTH 1030; HNRS 1520, 2050, 2110, 2120, 2130; IST 1100; POLS 2100, 2200, 2300; PSY 1010, 2000; WGS 1500). All of these courses, with the exception of WGS 1500, are scheduled to collect assessment data contingent on course offerings.
 - a. Economics has not reported assessment data on SS outcomes for ECON 1100 for the past three years. Economics is advised that this GE course should be assessed on SS learning outcomes on a 3-year schedule. It is expected that assessment data on this course for SS outcomes will be presented in the next report (due Nov 2016). Because this course is infrequently taught, Economics plans to assess this course when it is next offered
 - b. Geography last reported on GEOG 1300 and 1520 in the 2015 Assessment Summary and plan to report data within the recommended 3-year cycle.
 - c. Gerontology has not reported assessment data on SS outcomes for GERT 1010 for the past three years, but indicated assessment data for this course will be in the next report (due Nov 2016). Gerontology is advised that this course should be assessed on SS learning outcomes on a 3-year schedule. It is expected that assessment data on this course for SS outcomes will be presented in the next department annual assessment report (due Nov 2016). Gerontology is further advised to align measures with specific learning outcomes, to establish thresholds for evidence of student learning, to report results against the threshold, and to “close the loop” with an action plan.
 - d. Health reported assessment data on the old SS learning outcomes for HLTH 1030. Health is advised to assess this course on the current 3 SS learning outcomes for the next report.
 - e. History last reported on HIST 1500 and 1510 in the 2015 Assessment Summary and plan to report data within the recommended 3-year cycle.
 - f. Honors has not reported assessment data on GE SS outcomes for HNRS 1520, 2110, 2130 for the past three years. Honors is advised that these courses should be assessed on SS learning outcomes on a 3-year schedule. Honors is advised to present assessment data on these courses for SS outcomes in the next report (due Nov 2016).
 - g. IST is advised to submit an assessment schedule and evidence of learning rubric for IST 1100. IST has not reported assessment data on SS outcomes for IST 1100 for the past three years. IST is advised that this course should be assessed on SS learning outcomes on a 3-year schedule. IST is advised to present assessment data on this course for SS outcomes in the next report (due Nov 2016).
 - h. Political Science has not reported assessment data on SS outcomes for POLS 2100, 2200, 2300 for the past three years. Political Science is advised that these courses should be assessed on SS learning outcomes on a 3-year schedule. Their assessment schedule indicates these courses will be assessed and data will be presented in the next report (due Nov 2016).
 - i. Psychology last reported on PSY 1010 and 2000 in the 2014 Assessment Summary and plan to report data within the recommended 3-year cycle.
 - j. Social Work reported assessment data for SW 1010 on the old SS learning outcomes. Social Work is advised to implement assessment of these courses on the current SS outcomes (see http://www.weber.edu/academicaffairs/social_science.html).

- k. Women and Gender Studies is advised to align program learning outcomes with the SS learning outcomes and to report on WGS 1500 in the next report (due Nov 2016).
- 3) Findings for ANTH 1000: Findings for 3 outcomes from two sections are reported. Outcome 1 was assessed with exam questions. Student performance met threshold of 70% (scores=76%). Outcome 2 was assessed with exam questions and written essays. Student performance met threshold (scores= 78-80%). Outcome 3 was assessed with problems and written essays. Student performance met threshold (scores=80-82%). No curricular or pedagogical changes are needed at this time.
 - 4) Findings for ANTH 2010: Findings for 3 outcomes from one section are reported. Outcome 1 was assessed with written essays. Student performance met threshold of 70% (scores=92-93%). Outcome 2 was assessed with an essay final exam. Despite student performance meeting threshold (scores=89%), Anthropology indicates some curricular changes to aid student attainment of this learning outcomes. Outcome 3 was assessed with written essays. Student performance met threshold (scores=80-82%). No curricular or pedagogical changes are needed at this time.
 - 3) Findings for ANTH 2030: Findings for 3 outcomes from one section are reported. Outcome 1 was assessed with various format exam questions. Student performance met threshold of 70% (scores=78-86%). Outcome 2 was assessed with various format exam questions and a pop quiz. Student performance on measure one did not meet threshold (scores=64%), whereas scores on measures two met threshold (scores=78%). Anthropology indicates some curricular changes to aid student attainment of this learning outcomes. Outcome 3 was assessed with various format exam questions and a pop quiz. Student performance met threshold (scores=74-86%). No curricular or pedagogical changes are needed at this time.
 - 4) Findings for CHF 1500: Findings are reported for 3 outcomes. All outcomes were measured with multiple choice exam questions at a pre-test and post-test. The majority of students (78%-81%) are scoring above the 70% threshold. Faculty members continue to review their teaching effectiveness in helping student reach the 70% threshold.
 - 5) Findings for CJ1010: Findings are reported for 3 outcomes from multiple sections in one semester. Each outcome was measured by a distinct subset of 10-items from a 30-item exam. Student performance met threshold of 70% (specific scores on each outcome are not reported). Criminal Justice indicates some curricular changes to aid student attainment of outcome 2.
 - 6) Findings for ECON 1010: Findings are reported for 3 outcomes from six sections in three semesters. Each outcome was measured by multiple choice exam questions. Student performance generally met threshold of 70% (scores=68-77%). Economics indicates some curricular changes to aid student attainment of outcome 2 (68%, just below threshold). Upon closer examination, it is unclear whether assessment of this course was done on the current SS learning outcomes. Economics is advised to implement assessment of these courses on the current SS outcomes (see http://www.weber.edu/academicaffairs/social_science.html).
 - 7) Findings for ECON 2010: Findings are reported for 3 outcomes from one section in one semester. Each outcome was measured by three multiple choice exam questions. Student performance generally met threshold of 70% (scores=57-96%) for outcomes 1 and 2. Student

performance did not meet threshold of 70% (scores=56-72%) for outcome 3. Economics indicates some curricular changes to emphasize particular content knowledge and application to aid student attainment of outcomes 1 and 3. Upon closer examination, it is unclear whether assessment of this course was done on the current SS learning outcomes. Economics is advised to implement assessment of these courses on the current SS outcomes (see http://www.weber.edu/academicaffairs/social_science.html).

- 8) Findings for ECON 2020: Findings are reported for outcomes 1 and 2, but not outcome 3 (application). Outcomes 1 and 2 were measured by 2 multiple choice exam questions. Student performance met threshold of 70% (scores=73-83%). Upon closer examination, it is unclear whether assessment of this course was done on the current SS learning outcomes. Economics is advised to implement assessment of these courses on the current SS outcomes (see http://www.weber.edu/academicaffairs/social_science.html).
- 9) Findings for SOC 1010: Students in two sections completed written essays, test questions (MC, T/F format), and did group work on a qualitative quiz aligned to the three SS outcomes. Threshold was 70% of students performing at 60% or higher. Students in both sections met threshold for each of the three SS outcomes (scores=79-100%). Despite meeting thresholds for student learning, Sociology is working to increase course attendance, to emphasize theory and application more in class, and to continue refine and improve the assessment measures.
- 10) Findings for SOC 1020: Students in two sections completed a variety of assignments (e.g., news analysis, network friend map, diversity wheel, community engagement reflection papers, exam questions) aligned to the three SS outcomes. Threshold in section one was “70% of students should be successful 70% of the time” and threshold in section two was “70% should get at least a 60%.” Students in section one did not meet threshold on outcome 1 (scores=57-72%), but met threshold on outcomes 2 and 3 (scores=71-100%). The action plan noted that the professor plans to refine pedagogy to emphasize concepts aligned to outcome 1. Students in section two met threshold on all three outcomes (scores=72-100%) and no curricular or pedagogical changes are needed at this time. Sociology is advised to summarize and report GE assessment data at the level of the course, not section-by-section. To this end, common thresholds across sections would be helpful.

Physical Science

- 1) Data gathered for 44% of PS courses (i.e., CHEM 1010, 1050, 1110, 1210; GEOG 1000, 1400; HNRS 1500; PHYS 1360).
- 2) The following PS courses were not assessed in 2014-15: GEO 1030, 1060, 1110, 1130, 1350; HNRS 2030; PHYS 1010, 1040, 2010, 2210)
 - a. All departments teaching courses with PS attributes are advised that at least two semesters of assessment data in a complete evidence of learning rubric are required when their courses come up for renewal in curriculum in fall 2016.
 - b. Chemistry courses were assessed on the 4 natural science (NS) outcomes (*nature of science, integration of science, science and society, problem solving and data analysis*) and 4 physical science (PS) outcomes (*organization of systems; matter; energy; forces*).
 - c. Geography courses were assessed on the 4 natural science (NS) outcomes (*nature of science, integration of science, science and society, problem solving and data analysis*). Geography plans to assess the GEOG courses on the 4 physical science (PS) outcomes (*organization of systems; matter; energy; forces*) in a future report.
 - d. Geosciences last reported on GEO 1030, 1060, 1110, and 1350 in the 2015 Assessment Summary and plan to report data within the recommended 3-year cycle.
 - i. Honors has not reported assessment data on PS outcomes for HNRS 2030 for the past three years. Honors is advised that GE courses should be assessed on PS learning outcomes on a 3-year schedule. Honors is advised to present assessment data on this course for PS outcomes in the next report (due Nov 2016). Honors is reminded of the requirements for renewal in the curriculum in Fall 2016 (i.e., at least two semesters of assessment data in a complete evidence of learning rubric).
 - e. Physics reported assessment data for PHYS 1360 on outcomes NS1 and PS4. The Physics assessment plan suggests that similar data should have been collected for PHYS 1010, 1040, 2010, and 2210. This data is not evident in their report. Physics is reminded of the requirements for renewal in the curriculum in Fall 2016 (i.e., at least two semesters of assessment data in a complete evidence of learning rubric).
- 3) Findings for CHEM 1010: Findings are reported for all outcomes for three semesters. NS outcomes 1-4 were assessed with multiple measures, including homework, exam questions and quizzes. Student performance on most measures met threshold of at least 60% of students scoring at least 70%. For the measures where student performance failed to meet threshold, Chemistry is increasing the time spent in class and improving class instruction on certain concepts. For some measures where student performance far exceeded threshold, Chemistry is considering making quizzes closed book to better prepare students for exams. PS outcomes 1-4 were assessed with homework, quizzes and exam questions. Student performance on most measures met threshold of at least 60% of students scoring at least 70%. For the measures where student performance failed to meet threshold, Chemistry is increasing the time spent in class on certain concepts and refining the measures to ensure attainment of the outcome. Action also is being taken to give students more mathematical support in problem solving.
- 4) Findings for CHEM 1050: Findings are reported for all outcomes. Student performance on the direct measure of multiple choice questions met threshold of 70% of students respond correctly for all outcomes (scores=71-83%). No curricular or pedagogical changes are needed at this time.

- 5) Findings for CHEM 1110: Findings are reported for all outcomes in two sections. NS outcomes 1-4 were assessed with multiple measures, including lab experiments, exam questions, and written essays. Student on most measures met threshold of 70% of students respond correctly. For the measures where student performance failed to meet threshold, Chemistry is considering requiring drafts of written assignments and refining the measures. PS outcomes 1-4 were assessed with multiple measures, including lab experiments and exam questions. Student on most measures met threshold of 70% of students respond correctly. For the measures where student performance failed to meet threshold, Chemistry is considering whether to “dig a hole and hide in it.” In all seriousness, Chemistry is working to refine some measures, to spend more time in class on challenging concepts, and working to improve students’ problem solving abilities.
- 6) Findings for CHEM 1210: Findings are reported for all outcomes. NS outcomes 1-4 were assessed with two measures (1=exam questions/lab reports and 2=homework questions). Student performance on measure 1 met threshold of 70% average score for all outcomes but outcome 2. Despite improvement in student performance on this outcome over the past 2 years, students continue to struggle with integration of science. Chemistry will now require MATH 1050 as a co-requisite for course enrollment. Student performance on measure 2 met threshold of 85% average score for all outcomes. PS outcomes 1-4 were assessed with two measures (1=exam questions/lab reports and 2=homework questions). Student performance on measure 1 met threshold of 70% average score for all outcomes but outcome 4. Despite improvement in student performance on this outcome over the past 2 years, students continue to struggle with forces. Chemistry will now require MATH 1050 as a co-requisite for course enrollment.
- 7) Findings for GEOG 1000: Findings are reported for the four natural science outcomes. Student performance on the direct measures of multiple choice questions met threshold of 70% mastery (scores=87-94%). No curricular or pedagogical changes are needed at this time.
- 8) Findings for GEOG 1400: Findings are reported for the four natural science outcomes. Student performance on the direct measures of multiple choice questions met threshold of 70% mastery (scores=78-85%). Geography encourages students to take a statistics course (required for majors) to improve understanding of problem solving and data analysis. No curricular or pedagogical changes are needed at this time.
- 9) Findings for HNRS 1500: Findings are reported for all outcomes. Outcomes were measured with a variety of application assignments involving measurement. Student performance met threshold of 80%. No curricular or pedagogical changers are needed at this time.
- 10) Findings for PHYS 1360: Findings are reported for outcomes NS1 and PS4. Outcome NS1 was measured with exam questions and a lab research project. Outcome PS4 was measured with essay questions and an analysis of motion. Thresholds for student learning are not explicit in the report. That said, nearly all students succeeded on the measures. Physics is advised to provide thresholds of evidence of student learning.

Life Science

- 1) Data gathered for 88% of LS courses (i.e., BTNY 1203, 1303, 1403, 1370; HNRS 1510; HTHS 1110; MICR 1113, 1153, 2054; NUTR 1020; ZOOL 1010, 1020, 1030, 1370) on 4 natural science (NS) outcomes (*nature of science, integration of science, science and society, problem solving and data analysis*) and 4 life science (LS) outcomes (*levels of organization; metabolism and homeostasis; genetics and evolution; ecological interactions*).
- 2) The following LS courses were not assessed in 2014-15: ANTH 1020 and HNRS 2040.
 - a. All departments teaching courses with LS attributes are advised that at least two semesters of assessment data in a complete evidence of learning rubric are required when their courses come up for renewal in curriculum in fall 2016.
 - b. Anthropology is advised to submit an assessment schedule and evidence of learning rubric for the LS and DV learning outcomes of ANTH 1020. In order to stay on track with the goal of regular (at least once every three years) assessment of GE courses to ensure their renewal in the curriculum, Anthropology should plan to collect assessment data on LS and DV learning outcomes this year for the 2017 Assessment Summary. Anthropology last reported on LS outcomes for ANTH 1020 in the 2014 Assessment Summary.
 - c. Honors has not reported assessment data on LS outcomes for HNRS 2040 for the past three years. Honors is advised that GE courses should be assessed on LS learning outcomes on a 3-year schedule. Honors is advised to present assessment data on this course for LS outcomes in the next report (due Nov 2016). Honors is reminded of the requirements for renewal in the curriculum in Fall 2016 (i.e., at least two semesters of assessment data in a complete evidence of learning rubric).
 - d. No data was gathered for MICR 1370, but data was gathered for BTNY 1370 and ZOOL 1370. This course has varying offerings due to its cross-listing. These departments are advised to assess this course on GE LS outcomes when it is taught.
- 3) Findings for BTNY 1203: Findings are reported on all outcomes for three online sections (N=130). Outcomes were assessed with multiple choice questions and written assignments (research summaries). Student performance met threshold of 65% on all outcomes (scores=62-89%), except NS outcome 1 (42%), NS outcome 4 (46%), and LS outcome 2 (48%). Analysis suggests students demonstrate poor understanding of the nature of science, metabolism and homeostasis, and have difficulty with the math required to analyze data. The department plans to give more attention to the principles and terminology for these outcomes, more practice opportunities, to refine the assessment questions, and to emphasize the online support resources.
- 4) Findings for BTNY 1303: Findings are reported on all outcomes for one online section (N=50). Outcomes were assessed with multiple choice questions. Student performance met threshold of 65% on all outcomes (scores=63-80%), except LS outcome 1 (58%). Analysis suggests students struggle with levels of organization. The department plans to give additional course materials on and practice with levels of organization in the curriculum.
- 5) Findings for BTNY 1403: Findings are reported on all outcomes for one section (N=77). Outcomes were assessed with multiple choice questions. Student performance met threshold of 65% on all outcomes (scores=67-90%), except LS outcome 3 (58%). Analysis suggests students

need more practice with genetics and evolution. The department plans to give an additional class exercise to provide more practice with these concepts in the curriculum.

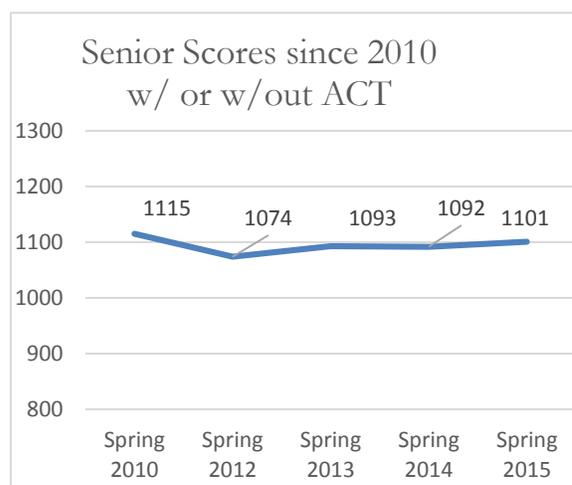
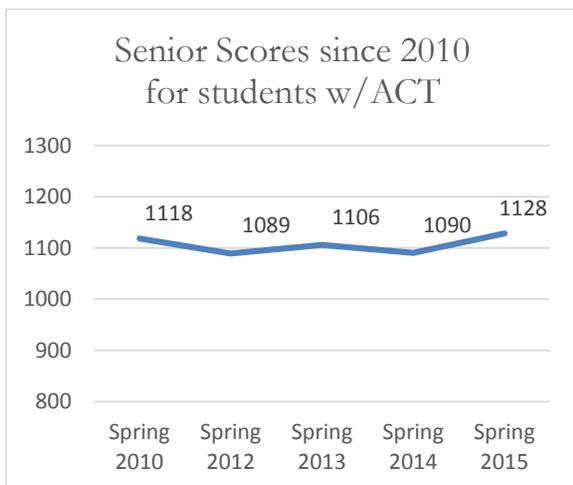
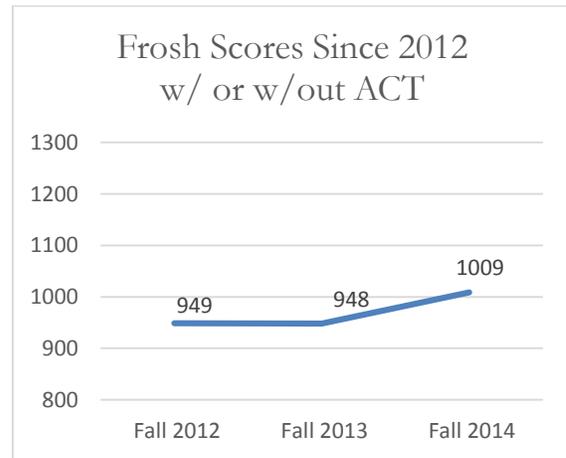
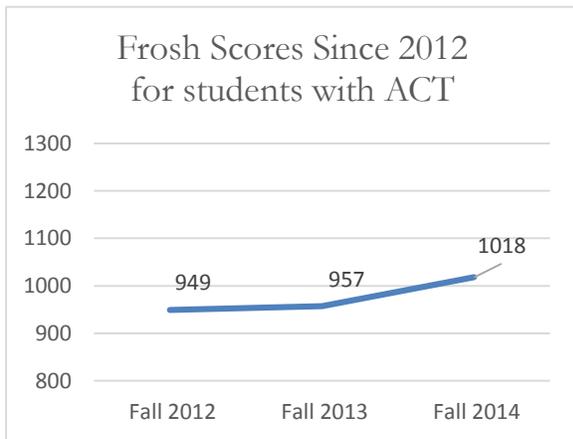
- 6) Findings for BTNY 1370: Findings are reported on all outcomes for one section (N=29). Outcomes were assessed with multiple choice questions. Student performance at post-test met threshold of 65% on outcomes NS1 (80%), NS3 (100%), and NS4 (82%). Student performance at post-test did not meet threshold for NS2 (57%), LS1 (50%), LS2 (48%), LS3 (64%), and LS4 (46%). No specific analysis is presented and the findings were not presented in a complete rubric. General narrative suggests that Botany is working to increase active learning pedagogies in its GE LS courses. Botany is advised to present assessment data for this course in a complete rubric with interpretation of the findings and an action plan (e.g., revise pedagogy, revise assessment measures) to meet threshold for student learning.
- 7) Findings for HNRS 1510: Findings are reported for all outcomes. Outcomes were assessed with quiz and exam questions, concept maps, essays, and the LS assessment exam. Student performance on nearly all outcomes met threshold of 70% (scores=69-100%). Where students failed on particular measures to meet learning outcomes, the instructor is refining the measure and giving extra attention in class to difficult concepts. Otherwise, no curricular or pedagogical changes are needed at this time.
- 8) Findings for HTHS 1110: Findings are reported for all outcomes. Student performance on the direct measures of multiple choice questions (19 to 316 items/outcome) met threshold of 65% of students respond correctly for all outcomes (scores=65-84%). The department plans to continue to monitor student performance.
- 9) Findings for MICRO 1113: Findings are reported for all outcomes. Student performance on the direct measures of multiple choice questions met threshold of 50% of students earning a 70% or higher for all outcomes (scores=50-75%). The department is working to develop assessment metrics that can be used across sections and platforms.
- 10) Findings for MICRO 1153: Findings are reported for all outcomes. Student performance on the direct measures of multiple choice questions met threshold of 50% of students earning 70% or higher for all outcomes (scores=64-84%), except NS outcome 4 (25%) and LS outcome 1 (42%). Action will be taken to increase emphasis of the material in the classroom and to improve assessment instruments. The department is working to develop better rubric-based assessments and more standardized evaluation methods. Indeed, data from one section of 1153 using Canvas rubrics indicated that all outcomes met threshold.
- 11) Findings for MICRO 2054: Findings are reported for all outcomes. Student performance on the direct measures of multiple choice and short answer questions met threshold of 70% of students scored at least 70% for all outcomes except NS4 (score=65% on measure 1 but 90% on measures 2 and 3). No curricular or pedagogical changes are needed at this time.
- 12) Findings for NUTR 1020: Findings are reported for all outcomes in all (online & face-to-face) sections over three semesters. Student performance on the direct measures of multiple choice questions and questions from the test bank of competency-based questions met threshold of 65% for all outcomes (scores=66-93%). Analysis of the findings suggests the need to continue to revise assessment and pedagogy to ensure ongoing attainment of learning outcomes.

- 13) Findings for ZOOL 1010: Findings are reported for six of eight outcomes. The outcomes of NS4 (problem solving & data analysis) and LS2 (metabolism and homeostasis) were not assessed. Student performance on the direct measure of multiple choice questions met threshold of 65% (scores=69-82%). No curricular or pedagogical changes are needed at this time other than the assessment of all outcomes in future reports.
- 14) Findings for ZOOL 1020: Findings are reported for all outcomes. Student performance on the direct measure of multiple choice questions met threshold of 65% (scores=73-86%). No curricular or pedagogical changes are needed at this time.
- 15) Findings for ZOOL 1030: Findings are reported for all outcomes. Student performance on the direct measure of multiple choice questions met threshold of 65% (scores=81-85%). No curricular or pedagogical changes are needed at this time.
- 16) Findings for ZOOL 1370: Findings are reported for all outcomes. Student performance on the direct measure of multiple choice questions met threshold of 65% (scores=65-100%) for four outcomes. Student performance did not meet threshold of 65% for outcomes NS2 (*integration of science @ 57%*), LS1 (*levels of organization @ 50%*), LS2 (*metabolism and homeostasis @ 48%*), and LS4 (*ecological interactions @ 46%*). Analysis of the findings suggests the need to continue to revise assessment and pedagogy to ensure attainment of all learning outcomes.

CLA Trend Analysis and Discussion

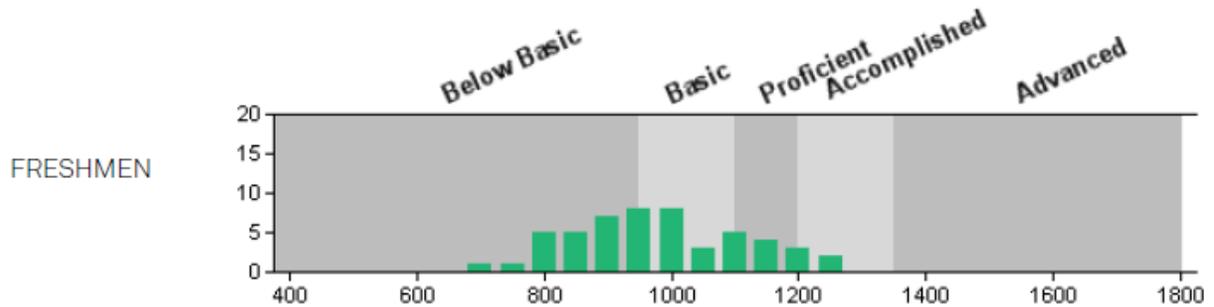
The Collegiate Learning Assessment (CLA) is administered each fall to (primarily) freshmen students and each spring to (primarily) senior students who are completing capstone courses or senior seminars in the major. Beginning with the fall 2014 administration, we decided to be more deliberate about our sampling of freshmen students. Our goal was to generate a convenience sample that is more representative of WSU freshmen than previous samples, which were selected from First Year Experience (FYE) students enrolled in UNIV 1105. The fall 2014 sample was selected from students enrolled in ENGL 1010, a composition course required of all students who do not place in ENGL 2010. The fall 2015 sample is proposed to consist of freshmen students who placed into ENGL 2010 their first term.

The improvement in freshmen scores (see below), in part, reflects the sampling change. Senior scores rose from the previous year. Because the CLA changed substantially in 2012, reporting going forward will use that year as the baseline. “Official” CLA+ results are based only on students with reported ACT scores (see graphs on the left). The graphs on the right are based on all students (with or without ACT scores) who completed the CLA+.



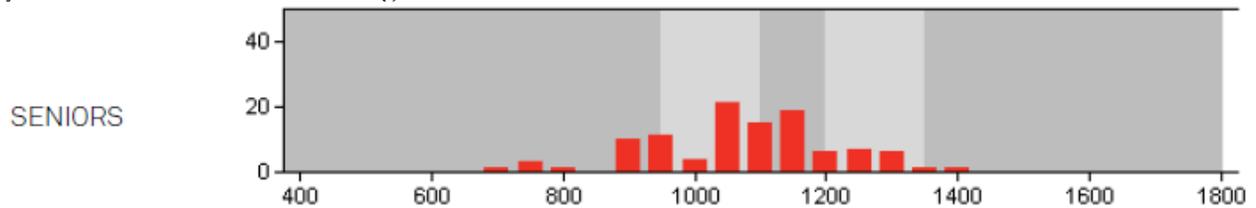
Fall 2014 Administration

The overall rating for the freshmen cohort was ‘basic’. This is an expected improvement from the previous year which had an overall rating of ‘below basic’ based on the convenience sample of WSU FYE students.



Spring 2015 Administration

The overall rating for the senior cohort was ‘proficient’. This is an improvement from the previous year which had an overall rating of ‘basic’.



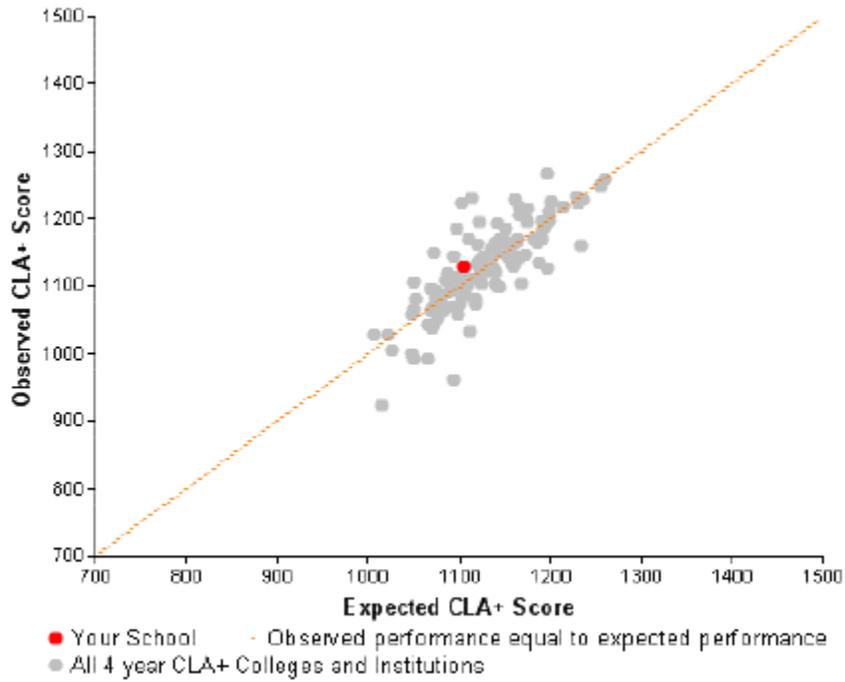
Mastery Levels, by Class

	MEAN TOTAL CLA+ SCORE	MEAN MASTERY LEVEL	PERCENT BELOW BASIC	PERCENT BASIC	PERCENT PROFICIENT	PERCENT ACCOMPLISHED	PERCENT ADVANCED
Freshmen	1018	Basic	33	37	26	5	0
Sophomores	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Juniors	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Seniors	1128	Proficient	9	31	39	18	3

WSU’s Freshman Total CLA+ score is 1018; this score is greater than or equal to the average Freshman score at 45% of CLA+ schools. A score of 1018 demonstrates Basic mastery of the critical-thinking and written-communication skills measured by CLA+.

WSU's Senior Total CLA+ score is 1128, this score is greater than or equal to the average Senior score at 47% of CLA+ schools. A score of 1128 signifies Proficient mastery of the critical-thinking and written communication skills measured by CLA+.

Given the mean CLA+ performance of WSU's Freshmen and the entering academic ability of its Seniors, WSU's value added is **Near** what would be expected relative to schools testing similar populations of students.



Conclusions

- 1) Overall, progress has been made in the assessment of general education at WSU. There is consistency in the yield of assessment data from 2011/12 to 2012/13 to 2013/14 and now to 2014/15 (overall yield, 35%, 37%, 39%, & 43% respectively). These yields seem to place us on target for the overall goal of evaluating all general education courses during a 3-year cycle. However looking at the past 3 assessment summaries, it is apparent there are some departments that have not provided GE assessment data for their courses in the past 3 years. A tracking system (see #3) has been established that will help us better identify courses that regularly fail to report assessment data so these programs can be dealt with proactively. The quality of assessment data is slowly improving across the core and breadth areas of general education. There are more direct measures, shared measures across courses in an area, and greater “buy-in” to the value of assessment among departments teaching general education courses. This overall progress in the assessment of general education was validated by the favorable review received by the Northwest Commission on Colleges and Universities (NWCCU) Accreditation visit (October 2014).
- 2) GEIAC collaborated with the Office of Institutional Effectiveness (OIE) to consolidate and simplify online access to information about general education on the WSU homepage. Information about general education courses, learning outcomes, assessment (templates and findings), and the WSU program are now found under “*General Education*” on the WSU homepage (<http://www.weber.edu/academicaffairs/gened.html>).
- 3) GEIAC and OIE to set up a tracking system that firms up assessment schedules across all departments teaching general education courses to ensure regular assessment (preferably a 3-year assessment cycle). Heather Chapman (OIE) developed a common spreadsheet that documents departments’ assessment schedules and will work to follow up with departments to ensure follow-through with stated assessment schedules.
- 4) WSU uses scores from the CLA exam as the measure of student learning for general education at the time of graduation. GEIAC worked with OIE and the Director of Composition to obtain a more representative sample of freshman students for this and future administrations. We will continue to collaborate and review the data, which appears to be trending upward, to ensure the integrity of the sample.
- 5) General education courses are renewed every 7 years through Curriculum Committee and renewal is contingent on assessment data. GEIAC and Curriculum have revised policy regarding new and renewing GE courses (approved by GEIAC & Curriculum Spring 2015, see Curriculum PPM, Section 1). The Curriculog renewal forms have been developed by GEIAC and Curriculum and are posted. Renewal of GE courses will commence in fall 2016 with PS/LS areas, followed in fall 2017 by CA/HU areas, concluding in fall 2018 with the core and SS areas.
- 6) General education assessment depends on the vitality of area committees, which need to meet regularly to discuss findings as well as means of improving assessment, learning outcomes, and pedagogy in general education courses. GEIAC will continue to provide liaisons and support to area committees to ensure this work proceeds. Specific area committees, notably Social Science,

Humanities, Creative Arts, and Life Science, were more active this academic year due to their role in the review and approval of WSU courses.

- 7) GEIAC also works *to improve general education* at WSU. To this end, GEIAC has recently a) developed a new mission statement for our general education program, b) developed and administered a survey (March 2015) to gauge faculty perceptions of general education, c) proposed and received Curriculum and Senate approval (April 2015) for a new general education program, the WSU program and marketed the new WSU program and shepherded six new interdisciplinary courses through the approval process and Curriculog to be taught in 2016-17, and d) explored revising the course requirements of our current general education program.
 - a. With the guidance of the Mission sub-committee, GEIAC developed a new mission statement for the WSU general education program (approved by Senate, February 2015): *“The purpose of Weber State University's General Education Program is to provide students with foundational knowledge and skills that enhance and transcend their academic program of study.”*
 - b. A report of the findings from the survey of faculty perceptions of general education was prepared and shared at the Senate Retreat (August 2015). Data reveal good representation of faculty across all colleges. The majority of faculty report teaching 1-2 general education courses per academic year and are aware of the specific GE learning outcomes for their courses. While there was fairly strong agreement from faculty that *“The WSU GE program offers students enriching experiences”* and *“is relevant to the issues facing students today”* there was similarly strong agreement that *“GE should be interdisciplinary (i.e., include courses that cross areas and meet multiple learning outcomes).”* Faculty noted many strengths of the current GE program, including the variety of courses and opportunities for students to become well-rounded and to gain a broadened perspective on the world. This echoes student feedback on the strengths of general education. Faculty also noted many weaknesses, including that the current GE program has too many requirements (~33% of faculty believe that the current size of general education at 37-40 credits is too large), is fragmented and lacks coherence and interdisciplinarity.
 - c. GEIAC has developed and received Curriculum and Senate approval (April 2015) for the WSU Program in general education. The WSU Program is an alternative to the current “smorgasbord” of classes. WSU courses are lower-division courses that fulfill multiple GE requirements by addressing a topic in an interdisciplinary manner. Each WSU course fulfills requirements in two GE (core or breadth) areas and is not be a typical survey-style introduction to a particular discipline. This academic year, GEIAC, the area committees, and Curriculum committee developed the Curriculog forms, refined the application and review process, and successfully shepherded six courses through Senate approval to be taught in 2016-17. For more information about the first round of WSU Program courses, see Appendix.
 - d. GEIAC has explored revising the current structure and requirements of general education in an effort to better align general education with our new mission. This discussion has been furthered by Craig Oberg’s (GEIAC Senate Liaison and Senate President) ‘position paper’ on general education reform and the development of a team to attend the AAC&U Institute on General Education (June 2016). GEIAC is considering reform both in the number of credit hours in and the learning outcomes of general education. This discussion is ongoing and in collaboration with Curriculum committee. GEIAC and Curriculum hope to have a formal proposal to bring forward through Curriculum and Senate in the next academic year.

Committee Members

Leigh A. Shaw, Chair (Social & Behavioral Science)
Craig Oberg, Faculty Senate Liaison (Science)
Kristin Arnold, Applied Science & Technology
Casey Bullock, Registrar
Sally Cantwell, Ex Officio, Chair of Curriculum
Kraig Chugg, Health Professions
Sandra Fital-Akelbek, Science
Chris Hoagstron, Science
Alvaro LaParra Perez, Business & Economics
Susan McKay, Arts & Humanities
Gail Niklason, Administration
Sylvia Newman, Ex Officio, Director of Composition
Marjukka Ollilainen, Social & Behavioral Science
Leslie Park, Ex Officio Student Success Center
Kathy Payne, Library
Gene Sessions, Social & Behavioral Science
Molly Sween, Social & Behavioral Science
Ryan Thomas & Eric Amsel, Administration
Joan Thompson, Education

Appendix

WSU PROGRAM COURSES for 2016-17

WSU courses are interdisciplinary, variable (3-5) credit, team-taught and limited enrollment courses that satisfy requirements in two areas (core or breadth) of general education (with passing grade).

** Students may take as many WSU courses as they wish, but only ONE WSU course will count toward GE requirements.*

FALL 2016 WSU Course Offerings				
WSU	1450	Intersections of Art and Communication (3)	Humanities & Creative Arts	Colleen Packer & Jeremy Stott
WSU	1560	Identity in the Digital Age (3)	Humanities & Social Science	Luke Fernandez & Julia Panko
WSU	1560	The Story and the Brain: Neuroscience and Literature (3)	Humanities & Social Science	Lauren Fowler & Sally Shigley
WSU	1680	Microbes Rule: Impact of Disease on History (4)	Life Science & Social Science	Craig Oberg & Gene Sessions
SPRING 2017 WSU Course Offerings				
WSU	1560	Sustainability in Thought and Practice (3)	Humanities & Social Science	Hal Crimmel & Alice Mulder
WSU	2340	Pattern Play: Movement and Mathematics (5)	Quantitative Literacy & Creative Arts	Erik Stern & Julian Chan

COURSE DESCRIPTIONS

WSU 1450 Intersections of Art and Communication

This interdisciplinary, team-taught course will introduce students to and enrich their understanding of the nature of art and communication through studying the basic principles and elements of each and how they intersect in works of art and communication contexts. Emphasis is on message construction and relationships as evidenced in the intersections of art and communication. Through application of foundational elements to real life situations and experiences, it is hoped that students will become more informed communicators and critical viewers of art.

WSU 1560 Identity in the Digital Age

Who am I? How do I present myself to others? What, in other words, is my identity? While identity questions are perennial, the answers often are influenced by culture. In today's world, digital technology plays an increasingly prominent role in defining culture and, by extension, in defining identity. In this interdisciplinary, team-taught course, we examine digital technology --and digital culture -- and how this culture shapes identity.

WSU 1560 The Story and the Brain: Neuroscience and Literature

This interdisciplinary, team-taught course will teach students about neuroscience and the workings of the brain and apply neuroscientific concepts and theories to literary works. This course will also explore the neuroscientific processes that occur when students read, write, and interpret literature. In other words, in this course students will read literature about the brain to illustrate the workings of the brain on literature.

WSU 1560 Sustainability in Thought and Practice

This interdisciplinary, team-taught course offers an integrative, multi-disciplinary approach to sustainability. The course encourages students to make connections between their own lives and the

social, economic, and political spheres. It connects disciplines and ideas ranging from the sciences to the humanities, and provides a broad background in sustainability concepts, theory and practice. The course focuses on topics such as ecology basics, climate change science, environmental thought, environmental economic policy, current/contemporary environmental issues, land use and the built environment (sustainable planning, energy conservation, renewables, green technology).

WSU 1680 Microbes Rule: Impact of Disease on History

While biologists have long understood the power of disease to shape events in world history, the depth of that power has rarely emerged in history books. This interdisciplinary, team-taught course seeks to redress that imbalance through historical anecdote and scientific explanation as it investigates the ways in which diseases have affected dramatically the course of history across several topics, including religion, war, and migration. Students will experience video lectures and vignettes with accompanying essays and learning exercises that will introduce them to the startling influence of microbes in the course of human events.

WSU 2340 Pattern Play: Movement and Mathematics

Students in this interdisciplinary, team-taught, writing intensive, non-lecture based course will study and experience pattern through the lenses of mathematics and dance. All levels of dance ability are welcome, but improvement is expected. Through course activities, readings, and assignments, students will learn about algebra, geometry, probability and statistics, and functions, as well as the history, social relevance, technique and meanings of dance. Students are expected to attend dance concerts outside regularly scheduled class time.